

原著

障害児保育拠点園における障害児の対人関係

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Social Interaction of Handicapped Children Receiving Designated Mainstreaming in Nursery School

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Abstract

Early childhood mainstreaming has been a topic of intense interest. Today, integrated education is available not only to those children who are moderately handicapped, but also to those who are severely handicapped. In Okayama City, this mainstreaming is now being introduced at the nursery school level. How handicapped children grow and develop with their peers is the main concern. We observed and video-recorded the social behavior of handicapped children in a free play situation. Twenty one handicapped children were recorded on three separate occasions, with 4-month intervals : July and November 1992 and March 1993. Changes in the social behavior of the handicapped children were checked every 15 seconds. They were divided into one of 4-categories of isolated behavior, including unoccupied and solitary behavior ; onlooker behavior ; parallel play ; and associative and cooperative play. Isolated behavior was observed mostly in mentally retarded children. Being in nursery school, they had the opportunity to

contact and associate with nonhandicapped children. But it was the teacher who made the handicapped children associate with other children. Verbal communication and physical contact initiated by the teachers were great factors leading to these changes. Isolated behavior was compared between moderately and severely handicapped 4-year olds and 5-year olds. The incidents of isolated behavior among the severely handicapped children did not decrease, but among the moderately impaired children a marked decrease in isolated behavior was observed. Therefore, it is the degree of impairment, not the age, that is the determining factor.

要約

障害児と健常児がともに育ちあうことを目指す統合保育への関心が高まっている。今日では、統合保育は重度化、多様化している障害児にも及んできている。岡山市に設置されている障害児保育拠点園においても同様の傾向が認められている。このような障害児保育では、それぞれの成長を促すために、さまざまな試みがされている。障害児が保育園でどのような経過を辿って、「友人を持ち、育っていくのか」は大きな関心事であるといえる。そこで、著者らは、幼児にとって生活そのものである自由な遊び場面における障害児の対人行動を、VTRを用いて録画し、7月、11月、3月の4か月ごとの変化を検討した。その結果、障害児の対人行動を形態的に、孤立的、傍観的、平行的、集団的行動に大別すると、孤立的行動が圧倒的に多く見られた。孤立的行動が多いのが、障害児の特徴であったが、その中でも一人で動き回る単独行動がめだつた。集団生活を重ねるにつれ、単独行動から、遊びへの関わりができるようになった。障害児が集団の遊びの中へ入ったのは、保育者からの声掛け、接触が契機になっていた。また、孤立行動の頻度を障害の程度別に4歳児と5歳児を比較すると、障害の程度によって、孤立的行動の現れ方に違いが見られたが、年齢による差はほとんど見られなかった。
